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ABSTRACT

This study determined the criteria used by administrators to assess effective teaching by early childhood public school teachers and explored the relationship between such evaluative criteria and research- and theory-based indicators of developmentally appropriate practices. Instruments used for evaluation were collected from 17 school districts in western New York State. Two raters, specially trained by the National Association for the Education of Young Children (NAEYC) to validate compliance of programs with guidelines for professional practices, independently rated the concurrence of each criterion item with criteria from recent NAEYC professional documents, including "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8" and "Code of Ethical Conduct." Findings indicate that 14 of the 17 districts studied include criteria items consistent with those from NAEYC documents. Although in general, the assessed teacher evaluation instruments were aligned with professional document criteria, observations indicate that practices in many classrooms have little relationship to criterion items. A comprehensive teacher evaluation instrument closely aligned with the NAEYC documents was developed and is included. (MDM)

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# A Study of the Relationship between Early Childhood Teacher Evaluation Instruments and Developmentally Appropriate Practices/Code of Ethics Criteria

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DEVELOPMENTALLY APPROPRIATE TEACHER SUPERVISION

## Abstract

This investigation began with the assumption that classroom teachers are more likely to engage in practices and develop skills for which they are rewarded. Perhaps the primary administrative tools upon which rewards are based are teacher evaluation instruments. Yet, little is known about the degree to which criteria identified in such instruments conform to criteria of practice established by the profession (NAEYC). Thus, these tools which are commonly required for system-wide teacher evaluation became the primary focus of this investigation. Specifically, the present study was undertaken to (1) determine the criteria used by administrators to assess effective teaching of early childhood public school teachers and (2) to explore the relationship between such evaluative criteria and research/theory based indicators of developmentally appropriate practices established by the profession. Instruments used for evaluation were collected from 17 school districts in Western New York. Two raters specially trained by NAEYC to validate concurrence of programs with guidelines for professional practices independently rated the concurrence of each criterion item with criteria included in the documents Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (Bredekamp, 1987) and Code of Ethical Conduct (Feeney & Kipnis, 1990). Findings indicate that 14 of 17 districts studied included criteria items consistent with NAEYC documents. While, in general, teacher evaluation instruments assessed were aligned with professional document criteria, observations indicate that practices in many classrooms have little relationship to criterion items. Upon conclusion of the study a comprehensive teacher evaluation instrument closely aligned with DAP and Code of Ethical Conduct was developed by the researchers.

# A Study of the Relationship Between EC Teacher Evaluation Instruments and Developmentally Appropriate Practices/ Code of Ethics Criteria

## Purpose

Research is just beginning to emerge regarding outcomes asscociated with children exposed to more developmentally appropriate programs. The focus of this study is upon the teacher. Since the degree of developmental appropriateness of a classroom is determined by the classroom facilitator, this pilot study was undertaken to determine the relationship between criterion used by administrators to assess effective teaching of early childhood teachers and research/theory-based indicators of developmentally appropriate practices as outlined by NAEYC. The investigation described herein began with the assumption that classroom teachers are more likely to engage in practices and develop skills for which they are rewarded. Perhaps the primary administrative tools upon which rewards are based are teacher evaluation instruments. Yet, little is known about the degree to which criteria identified in such instruments conforms to criteria of professional practice established by the profession (NAEYC). Thus, these tools which are commonly required for system - wide teacher evaluation became the primary focus of this investigation. Specifically, the present study was undertaken to :

1. determine the criterion used by administrators to assess effective teaching of early childhood public school teachers

2. explore the relationship between such evaluative criteria and research / theory - based indicators of developmentally appropriate practices established by the profession. In order to explore these purposes, the following investigation was undertaken.

# THEORETICAL BACKGROUND

* Teacher evaluations are often undertaken to serve bureaucratic, political and ritualistic purposes rather than for improving classroom teaching (Housego, 1989; Wise and Darling-Hammond, 1984-85; Wise, Darling-Hammond et. al., 1984).

* There is little agreement between administrator's evaluation of teacher effectiveness and student learning (Hellfritsch, 1945; LaDuke, 1945; Lins, 1946; & Medley and Mitzel, 1959, Medley and Coker, 1987).

* Teachers often view evaluation by administrators as a rather superficial experience, of little use to them "as practitioners interested in their professional development" (Housego, 1989).

* The National Association of Specialists in State Education Departments recommended that building-level administrators be prepared during their initial professional preparation to work with early childhood teachers (Fromberg and Hills, 1992).

While waiting for administrators with greater expertise in the area of early childhood education, it is possible that evaluative instruments could be developed by the profession which would at least certify that the evaluator is judging teachers on criteria deemed appropriate by the field.

## Project Description

### Sample

Instruments used to evaluate ECE teachers were collected from 17 school districts in Western New York. One district was within a large urban area having a school population of 48,359, eight districts were medium sized with school populations ranging from 4,000 - 9,805 students, and eight districts were classified as small districts with enrollments ranging from 757 - 2,753. These districts represented urban, sub-urban and rural districts.

STUDENT POPULATION OF SCHOOL SYSTEMS FROM WHICH SYSTEM-WIDE EVALUATION IS MADE

| N | SYSTEM TYPE | STUDENT POPULATION |
|---|---|---|
| 1 | URBAN | 48,000 |
| 8 | SUBURBAN | 4,000 - 10,000 |
| 8 | RURAL | 700 - 3,999 |

### Procedure

Each of the 17 school systems in Western New York (area covered all systems in 2 counties) was contacted and asked for a copy of evaluation instruments used by administrators to formally evaluate teacher effectiveness of early childhood teachers (pre-k - Grade 3) in their district. In all cases, a district-wide form was utilized and was the same for teachers at all elementary levels. Thus, pre-k teachers were evaluated on the same instrument used for teachers of Grade 6 children.

**Procedure (continued)**

Each item on each evaluation instrument was assigned a number. Two raters, specially trained by NAEYC to validate compliance of programs with guidelines for professional practices, independently rated the concurrence of each criterion item with recent professional documents developed by the National Association for the Education of Young Children. Professional documents included Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (Bredekamp, 1987) and the Code of Ethics for Early Childhood Educators (COE) (Feeney, S., & Kipnis, K., 1990). The first document, used to accredit high quality ECE programs, is composed of criterion items in nine areas -- curricular goals, teaching strategies, integrated curriculum, guidance & social-emotional development, motivation, parent-teacher relations, evaluation, grouping, and teacher qualifications.

The NAEYC Code of Ethics criterion items included in this study were record keeping, communication between adult & child, personal care, organizations responsibilities, adherence to state and local policies, and community involvement. Using these two documents as guidelines, each item listed on school district evaluation forms was rated as follows:

1. Appropriate, i.e. the performance item could be found and was in agreement with DAP guidelines.
2. Non-Appropriate, i.e. performance item could not be found in the professional documents and/or the item was contrary to what was proposed by the profession.
3. Other, i.e., professional documents did not address this item.

Raters used each "criterion" item on a given instrument as the unit of analysis for this study. Inter-rater reliability of .98 was obtained.

## Results

The present study was undertaken to (1) determine the criterion used by administrators to assess effective teaching of early childhood public school teachers and (2) to explore the relationship between such evaluative criteria and research/theory - based indicators of developmentally appropriate practices established by the profession.

Components occurring most to least frequently on the teacher evaluation instruments were teaching strategies, integrated curriculum, guidance and socio-emotional development, curricula goals, motivation, evaluation, personal care, communication between adult/child, teacher qualifications, organizational responsibilities, record keeping, adherence to state and local policies, parent-teacher relations, grouping and community involvement (figure 1).

ANOVA procedures were computed to determine differences between means of numbers of appropriate items by large, medium and small school systems. No significant differences were found.

Of the 17 systems, 5 addressed all 9 DAP components, 2 systems addressed 5, 2 systems addressed 2 and 2 systems addressed 1 component. The mean of the DAP components included on teacher performance evaluations was 6.7. Of the COE components, 1 system addressed 14, 3 systems addressed 2 and 6 systems addressed none of these items (figure 2). The mean COE components covered in the evaluations was 2.6.

Inappropriate/non-DAP items were as follows: 1 district had 2, 2 had one and 13 included no inappropriate sites. The total number of items within each component by school population was analyzed and no significant differences were found among small, medium and large districts.

NUMBER OF PROFESSIONAL COMPONENTS INCLUDED
IN TEACHER EVALUATION INSTRUMENTS

Developmentally Appropriate Components
Total Number by Number of Schools
(9 Maximum Number)

| TOTAL COMPONENTS | SCHOOLS (17) |
|---|---|
| 9 | 5 |
| 8 | 2 |
| 7 | 3 |
| 6 | 2 |
| 5 | 2 |
| 4 | 2 |
| 3 | 0 |
| 2 | 1 |
| 1 | 0 |

NAEYC Components (Code of Ethics)
Total Number by Number of Schools
(5 Maximum)

| TOTAL COMPONENTS | SCHOOLS (17) |
|---|---|
| 5 | 9 |
| 4 | 1 |
| 3 | 0 |
| 2 | 4 |
| 1 | 0 |
| 0 | 3 |

Non NAEYC/DAP Components (Inappropriate Items)
Total Number by Number of Schools

| # OF ITEMS | SCHOOLS (17) |
|---|---|
| 4 | 1 |
| 3 | 0 |
| 2 | 1 |
| 1 | 2 |
| 0 | 13 |

TOTAL NUMBER OF TEACHER EVALUATION INSTRUMENT ITEMS
FOUND IN PROFESSIONAL DOCUMENT COMPONENTS OF
17 PUBLIC ELEMENTARY SCHOOLS

| | SUM | MEAN | STD DEV | RANK |
|---|---|---|---|---|
| DEVELOPMENTALLY APPROPRIATE COMPONENTS | | | | |
| CURRICULAR GOALS | 54 | 3.18 | 2.42 | 4 |
| TEACHING STRATEGIES | 125 | 7.35 | 9.20 | 1 |
| INTEGRATED CURRICULUM | 102 | 6.00 | 6.86 | 2 |
| GUIDANCE & SOCIAL EMOTIONAL DEVELOPMENT | 64 | 3.76 | 3.73 | 3 |
| MOTIVATION | 42 | 2.47 | 2.85 | 5 |
| PARENT TEACHER RELATIONS | 16 | .94 | .74 | 8 |
| EVALUATION | 39 | 2.29 | 2.39 | 6 |
| GROUPING | 7 | .41 | .61 | 9 |
| TEACHER QUALIFICATION | 31 | 1.82 | 1.74 | 7 |
| TOTAL DAP ITEMS | 480 | | | |
| NAEYC/CODE OF ETHICS | | | | |
| RECORD KEEPING | 21 | 1.23 | 1.20 | 4 |
| COMMUNICATION BETWEEN ADULT & CHILD | 35 | 2.05 | 2.10 | 2 |
| PERSONAL CARE | 36 | 2.11 | 1.96 | 1 |
| ORGANIZATIONAL RESPONSIBILITIES | 25 | 1.47 | 1.46 | 3 |
| ADHERENCE TO STATE & LOCAL POLICIES | 18 | 1.05 | 1.59 | 5 |
| COMMUNITY INVOLVEMENT | 3 | .18 | .39 | 6 |
| TOTAL COE ITEMS | 138 | | | |
| NON NAEYC/DAP-INAPPROPRIATE ITEMS | 8 | .47 | 1.06 | |
| GRAND TOTAL | 626 | | | |

figure 1

# DISCUSSION

Findings indicate that formal evaluation instruments of 14 of 17 districts surveyed were reasonably congruent with items relating to NAEYC's major professional documents (Guidelines for Developmentally Appropriate Practices, Bredekamp, 1987 and Code of Ethics, NAEYC). Although these instruments were closely aligned with professional principals, however, researcher familiarity with ECE programs in the school districts surveyed suggest discrepancies exist between the spirit of professional guidelines in the instruments and actual practice. Data from this study and knowledge of the programs in the districts under study support the research of Wise and Darling-Hammond (1984) who suggest that in many schools districts in the United States "evaluation is a perfunctory, routine, bureaucratic requirement that yields no help to teachers and no decision-oriented information to the school district (p.28)." If formal evaluation documents are used for such purposes, the likelihood of movement toward more appropriateness is greatly diminished.

If more appropriate programs for children are desired and if evaluation has the impact suggested by research, more information is needed to determine how appropriate goals delineated in formal documents can be better reached in practice. One place to start may be to explore the congruence of beliefs between teachers and the evaluator (usually the administrator). Earlier studies regarding the developmentally appropriate practices construct suggest that, at the early childhood level, administrators and teachers in early childhood programs espouse beliefs reasonably consistent with DAP guidelines (Hoot, J. L., Bartkowiak, E. T., & Goupil, M. A., 1989). Yet, beliefs of teachers and administrators at the intermediate level (grades 4-6) were not consistent. Thus, in states with unions and where formal certification at the ECE level is not possible (e.g. New York) intermediate teachers with higher seniority are sometimes given charge of pre-k children in public supported programs.

## DISCUSSION (cont.)

Given the diversity of formal early childhood teacher education preparation that exists and the relatively little formal preparation provided to administrators, it may be that a teacher-administrator evaluation process involving a self-study/evaluator feedback process such as that utilized in the NAEYC accreditation process might be more likely to result in more evaluation item/practice congruity.

It should also be pointed out also that instruments used in this study were those utilized for public school pre-k through grade 6 teachers. Teachers in these programs had similar backgrounds in that all were licensed to teach at the given level. Supervision research, however, has given little direction regarding assessment tools and techniques utilized by non-public school programs (e.g. child care centers). Since preparation at the private pre-k level ranges from those teaching who are basically 18 and able to read and write to those with terminal professional degrees in ECE, it is imperative that evaluation procedures designed to move programs toward greater appropriateness be examined. It is the feeling of researchers that a great disparity exists in both formal evaluation instruments and frequency/method of evaluation at this level. Given the importance of these years and research data that suggests the potential of evaluation to bring about change, much research is needed here.

Finally, professional evaluation can be directed to but one major purpose i.e. improvement of the professional activities of those in the field. Until recently, the possibility of providing a more professional evaluation was hampered by a lack of consensus regarding professionally justifiable practices in the early grades. With the publication of Developmentally appropriate practice in early childhood programs serving children from birth through age 8, (Bredekamp, 1987), we now have the potential to move evaluation toward more professional ends. It is the hope of investigators in this study that professional evaluation documents based upon professional documents be used in guiding classroom practice and that inservice preparation and other professional development activities also be directed toward these ends. It is interesting to note that an inter-rater reliability of .98 was found among the two NAEYC raters in this study.

## DISCUSSION (cont.)

This finding suggests that NAEYC's specialized training is especially useful in identifying coherence with guidelines. If evaluation is to move more closely toward an emphasis upon professional development, it might be useful for evaluators (i.e. building administrators) to attend similar training.

Clearly, if the quality of programs for children is to improve, teachers need to develop more professional behaviors.

Formal evaluation instruments such as those evaluated in the study are commonly utilized tools for evaluating professional behaviors of teachers. While reasonable congruence was observed between professional guidelines and items being assessed in this study, it was hypothesized that these assessment tools might not be, in themselves, effective change agents. Future attention needs to be directed toward how such indicators (especially at the non-public pre-k level) can be better utilized to bring about more professionally justifiable practices in programs for young children.

# TEACHER PERFORMANCE EVALUATION

## SELF - STUDY & EVALUATION REVIEW

BASED ON THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN'S DEVELOPMENTALLY APPROPRIATE PRACTICES AND CODE OF ETHICS

DEVELOPED BY: E. BARTKOWIAK, M. GOUPIL, J. HOOT, B. MERCADO, AND D. PANEPENTO

TIME and EXPERIENCE play a role in the development of teaching expertise. The evaluation should be completed taking this into account.

TEACHER'S NAME_____ EXPERIENCE LEVEL_____

EVALUATOR _____

CHECK THE APPROPRIATE COLUMN:
1. MORE GROWTH INDICATED
2. STRENGTH EMERGING
3. ESTABLISHED STRENGTH
4. NOT APPLICABLE

| TEACHER 1 2 3 4 | | SUPERVISOR 1 2 3 4 |
|---|---|---|
| **CURRICULAR GOALS** | | |
| ☐☐☐☐ | A. Teacher designs curriculum to help children learn how to learn, to establish foundation for lifelong learning and develops skills in all developmental areas - physical, social, emotional, and intellectual. | ☐☐☐☐ |
| ☐☐☐☐ | B. Instruction is designed to develop children's self-esteem, sense of competence, and positive feelings toward learning | ☐☐☐☐ |
| ☐☐☐☐ | C. a. Teacher views each child as a unique person with an individual pattern and timing of growth. | ☐☐☐☐ |
| ☐☐☐☐ | b. Curriculum and instruction are responsive to individual differences in ability and interests. | ☐☐☐☐ |

Comments:

**TEACHING STRATEGIES**

| | | |
|---|---|---|
| ☐☐☐☐ | A. Teacher guides children's involvement in projects and enriches the learning experience by extending children's ideas, responding to their questions, engaging them in conversation, and challenging their thinking. | ☐☐☐☐ |
| ☐☐☐☐ | B. Teacher integrates curriculum so that learning occurs primarily through projects, learning centers, and playful activities that reflect current interests of children. | ☐☐☐☐ |
| ☐☐☐☐ | C. Teacher prepares the environment so children can learn through active involvement with each other, with adults and with materials. | ☐☐☐☐ |
| ☐☐☐☐ | D. Teacher encourages children to evaluate their own work and assist children in figuring out for themselves how to improve their work. Errors are viewed as a natural and necessary part of learning. Teachers analyze children's errors and use the information obtained to plan curriculum and instruction. | ☐☐☐☐ |
| ☐☐☐☐ | E. Teacher selects and develops projects with the children. Teacher guides children in cooperative learning activities. | ☐☐☐☐ |
| ☐☐☐☐ | F. Teacher selects learning materials and activities which are concrete, real, and relevant to children's lives. | ☐☐☐☐ |

Comments:

**INTEGRATED CURRICULUM**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The goals of the language and literacy program for children are to expand their ability to communicate orally and through reading and writing, and to enjoy these activities. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher enables children to use math through exploration, discovery, and solving meaningful problems. | ☐☐☐☐ |
| ☐☐☐☐ | C. Social Studies themes are identified as the focus of work for expanded periods of time. The teacher treats the classroom as a laboratory of social relations. | ☐☐☐☐ |
| ☐☐☐☐ | D. The teacher assists the children in hypothesizing, observing, experimenting, and verifying and relating science facts to their own experience. Children are allowed to explore their natural interest in the world and learn through discovery science. | ☐☐☐☐ |
| ☐☐☐☐ | E. The teacher designs health and safety projects to help children learn personalized facts and to integrate their learning into their daily habits. | ☐☐☐☐ |
| ☐☐☐☐ | F. Art, music and movement are integrated throughout each day as relevant to curriculum and as needed for children to express themselves, their ideas and feelings. | ☐☐☐☐ |
| ☐☐☐☐ | G. The teacher enhances individual children's self-esteem, enriches their lives through use of multicultural and nonsexist activities. | ☐☐☐☐ |
| ☐☐☐☐ | H. The teacher plans for outdoor activities so children and develop large muscle skills, learn about outdoor environment and express themselves freely. | ☐☐☐☐ |

Comments:

**GUIDANCE & SOCIAL EMOTIONAL DEVELOPMENT**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The teacher promotes prosocial behavior and independence by providing many stimulating, motivating activities; encouraging individual choices; allowing time needed for children to complete work. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher facilitates the development of social skills as part of the curriculum and allows children to negotiate, cooperate and solve their interpersonal problems. | ☐☐☐☐ |
| ☐☐☐☐ | C. The teacher promotes self-control through positive guidance techniques including: setting clear limits in a positive manner; involving children in establishing rules for social living and n problem solving of misbehavior; redirecting children to acceptable activity. | ☐☐☐☐ |
| ☐☐☐☐ | D. The teacher limits overexposure to stimulation when children are overly silly, excited, and carried away in chasing. The teacher prevents these behaviors rather than punishing them and provides an alternative calming activity. | ☐☐☐☐ |

Comments:

**MOTIVATION**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The teacher builds on the children's internal motivation in a supportive way by guiding individual children to see alternatives, improvements, and solutions. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher models enthusiasm for learning and has a positive attitude toward conscientious work and gains in self-motivation. | ☐☐☐☐ |
| ☐☐☐☐ | C. The teacher helps the children realize the good feeling in overcoming hurdles, achieving success and living up to one's own standards of achievement. | ☐☐☐☐ |

Comments:

**PARENT TEACHER RELATIONS**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The teacher views parents as partners in the educational process. Parent's visits to school are welcomed. The teacher listens to parents and seeks to understand their goals for their children. The teacher is respectful of cultural and family differences. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher encourages members of each child's family to help in the classroom (sharing a cultural event or language, telling or reading a story or making learning materials); to help with tasks related to but not occurring within the classroom; and to ssist with decision making where appropriate. | ☐☐☐☐ |

Comments:

**EVALUATION**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The teacher uses letter & numerical grades minimally along with documentation of observations and samples of children's work. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher will observe and record each child's progress at regular intervals. The results are used to improve and individualize instruction. The teacher helps children understand their errors. | ☐☐☐☐ |
| ☐☐☐☐ | C. The teacher reports to parents in the form of narrative comments. The teacher reports each child's progress in comparison to his or her own previous performance. The teacher reports general information about how the child compares to standardized national averages. | ☐☐☐☐ |
| ☐☐☐☐ | D. The teacher avoids retention because of its serious impact on children's self-esteem. The teacher individualizes instruction to lessen the need for recommending retention. The teacher designs the program to serve the children's needs. | ☐☐☐☐ |

Comments:

**GROUPING**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The ratio of adults to children is carefully regulated to allow active involvement of children by utilizing ancillary staff, volunteers and other resource personnel. | ☐☐☐☐ |
| ☐☐☐☐ | B . The teacher plans for and works with children with special needs or interests. | ☐☐☐☐ |
| ☐☐☐☐ | C. The teacher collaborates with special teachers in an effort to integrate children into the mainstream classroom. | ☐☐☐☐ |

Comments:

**ETHICAL RESPONSIBILITIES TO CHILDREN**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The teacher keeps current through continuing education and in-service training. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher does not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. | ☐☐☐☐ |
| ☐☐☐☐ | C. The teacher involves everyone with relevant knowledge (including staff and parents) in decisions concerning a child. | ☐☐☐☐ |
| ☐☐☐☐ | D. The teacher is familiar with symptoms of child abuse and neglect and knows community procedures for addressing them. | ☐☐☐☐ |

Comments:

**ETHICAL RESPONSIBILITIES TO FAMILIES**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The teacher develops a relationship of mutual trust with children' s families. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher acknowledges the families strengths and builds upon them in support of their task of nurturing children. | ☐☐☐☐ |
| ☐☐☐☐ | C. The teacher respects the dignity of each family and its culture, customs and beliefs. | ☐☐☐☐ |
| ☐☐☐☐ | D. The teacher interprets each child's program within the framework of a developmental perspective and helps families understand and appreciate the value of developmentally appropriate early childhood programs. | ☐☐☐☐ |
| ☐☐☐☐ | E. The teacher helps family members improve their understanding of their children and enhances their skills as parents. | ☐☐☐☐ |
| ☐☐☐☐ | F. The teacher participates in building support networks for families by providing them with opportunities to interact with program staff and families. | ☐☐☐☐ |
| ☐☐☐☐ | G. The teacher will maintain confidentiality regarding each child's school records as determined by written policy. | ☐☐☐☐ |

Comments:

**ETHICAL RESPONSIBILITIES TO CO-WORKERS**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The teacher establishes and maintains a relationship of trust and cooperation with co-workers. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher exercises care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements made are based on first-hand knowledge and relevant to the interests of children and programs. | ☐☐☐☐ |
| ☐☐☐☐ | C. The teacher is supportive to co-workers in meeting their professional needs and their professional development. | ☐☐☐☐ |
| ☐☐☐☐ | D. The teacher accords co-workers due recognition of professional achievement. | ☐☐☐☐ |

Comments:

**ETHICAL RESPONSIBILITIES TO COMMUNITY AND SOCIETY**

| | | |
|---|---|---|
| ☐☐☐☐ | A. The teacher promotes cooperation among agencies and professions concerned with the welfare of young children, their families. | ☐☐☐☐ |
| ☐☐☐☐ | B. The teacher promotes knowledge and understanding of young children and their needs and works toward greater social acknowledgement of children's rights. | ☐☐☐☐ |

Comments: